



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

192 E. 200 S., Pima, AZ 85543

Pima Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Tony Goodman
Schedule : 07:00 AM to 08:00 PM
Grades : 7-8
Web Address : www.pima.k12.az.us
Phone Number : (928) 485-2273
Fax Number : (928) 485-2274
E-mail : tgoodman@pima.k12.az.us

Mission

The Mission of Pima Jr. High School is to provide each student with the academic problem-solving and social skills that will enable them to be responsible citizens ready to conquer tomorrow's challenges.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 N/A

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our goal is to improve reading and mathematics AIMS scores for the 2005-2006 school year. We will meet or exceed the state average.
- ü Improve community relationships with parents, businesses, and other share holders. We will hold a variety of forums to foster this relationship between all academic stake holders.
- ü Improve the quality and attention for our special education students. This will be accomplished by staff development throughout the year in areas of need.

Enrollment

October 1, 2005 School Year Student Enrollment : 109
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 117

Instructional Programs

- Ü ELL Integrated Curriculum
- Ü Computer Literacy
- Ü After School Tutorial Program
- Ü Arizona Academic Standards Driven
- Ü Alternative Education
- Ü Rotation Electives

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our goal is to have appropriate and outstanding educational experience made available to all students. Education should develop habits, attitudes, understanding and skills necessary for a satisfying, productive life in our society.

Parents

We recognize that the ultimate responsibility for the well-being of our children rests with their parents. Parents are expected to cooperate in the district's educational effort by ensuring child's maximum attendance, and by interaction with school.

Transportation Policy

Pima Jr. High School provides regular bus transportation to and from school for special education students and all students within a one-mile radius, where hazardous or difficult routes exist; and students living more than one mile from the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Placed in Jr. High State FBLA Chapter	2004
Ü Undefeated Football Team League Winner	2004

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	47	78546	100	100	97	541	541	543	17	17	15	13	13	18	60	60	52	11	11	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	25	38645	100	100	98	539	539	545	8	8	13	20	20	18	64	64	54	8	8	15
Male	22	22	39792	100	100	97	543	543	542	27	27	17	5	5	17	55	55	50	14	14	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	10	10	31177	91	91	97	NA	NA	524	NA	NA	22	NA	NA	23	NA	NA	48	NA	NA	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	37	37	36450	100	100	97	553	553	563	8	8	7	11	11	12	68	68	57	14	14	23
Students with Disabilities	--	--	8093	--	--	82	--	--	489	--	--	50	--	--	24	--	--	23	--	--	2
Students without Disabilities	47	47	70453	100	100	100	541	541	549	17	17	11	13	13	17	60	60	56	11	11	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	--	34694	--	--	96	--	--	524	--	--	23	--	--	23	--	--	48	--	--	7
Non-Economically Disadvantaged	47	47	43852	100	100	99	541	541	559	17	17	10	13	13	13	60	60	56	11	11	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	79045	100	100	98	515	515	512	8	8	10	26	26	25	62	62	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	38860	100	100	98	518	518	519	7	7	7	19	19	22	70	70	62	4	4	8
Male	23	23	40075	100	100	97	512	512	505	9	9	12	35	35	28	52	52	54	4	4	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	12	12	31314	100	100	98	471	471	493	25	25	16	50	50	34	25	25	48	NA	NA	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	37	37	36730	100	100	98	532	532	532	NA	NA	4	19	19	16	76	76	68	5	5	12
Students with Disabilities	--	--	8552	--	--	87	--	--	463	--	--	35	--	--	40	--	--	23	--	--	1
Students without Disabilities	50	50	70493	100	100	100	515	515	517	8	8	7	26	26	24	62	62	62	4	4	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	--	34922	--	--	96	--	--	493	--	--	15	--	--	34	--	--	48	--	--	3
Non-Economically Disadvantaged	50	50	44123	100	100	99	515	515	527	8	8	6	26	26	18	62	62	66	4	4	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	79657	100	100	99	545	545	566	8	8	3	8	8	8	84	84	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	27	39120	100	100	99	562	562	580	4	4	2	7	7	4	89	89	92	NA	NA	2
Male	23	23	40423	100	100	98	526	526	553	13	13	5	9	9	12	78	78	83	NA	NA	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	12	12	31642	100	100	99	477	477	552	25	25	5	17	17	11	58	58	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	37	37	36929	100	100	99	568	568	579	3	3	2	5	5	5	92	92	91	NA	NA	2
Students with Disabilities	--	--	9069	--	--	92	--	--	508	--	--	11	--	--	30	--	--	58	--	--	1
Students without Disabilities	50	50	70588	100	100	100	545	545	573	8	8	2	8	8	5	84	84	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	--	35341	--	--	97	--	--	551	--	--	5	--	--	12	--	--	83	--	--	0
Non-Economically Disadvantaged	50	50	44316	100	100	100	545	545	578	8	8	2	8	8	5	84	84	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	78400	82	82	97	554	554	554	14	14	21	27	27	19	49	49	47	10	10	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	38686	93	93	98	556	556	554	7	7	20	32	32	20	54	54	49	7	7	12
Male	23	23	39636	72	72	96	552	552	554	22	22	23	22	22	18	43	43	46	13	13	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	10	10	30732	77	77	97	NA	NA	534	NA	NA	31	NA	NA	24	NA	NA	40	NA	NA	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	40	40	37038	83	83	97	560	560	575	10	10	11	28	28	14	50	50	56	13	13	19
Students with Disabilities	--	--	7840	--	--	81	--	--	498	--	--	60	--	--	18	--	--	20	--	--	2
Students without Disabilities	51	51	70560	85	85	99	554	554	560	14	14	17	27	27	19	49	49	50	10	10	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	51	51	45386	82	82	99	554	554	569	14	14	15	27	27	15	49	49	52	10	10	18

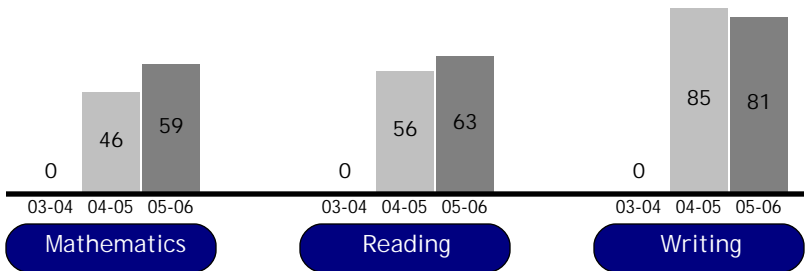
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	59	79179	95	95	98	520	520	519	8	8	11	29	29	27	56	56	58	7	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	29	38974	97	97	99	530	530	524	NA	NA	8	28	28	25	69	69	61	3	3	5
Male	30	30	40124	94	94	97	511	511	513	17	17	13	30	30	28	43	43	54	10	10	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	13	13	30987	100	100	98	504	504	498	15	15	17	31	31	36	54	54	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	45	45	37467	94	94	98	525	525	539	7	7	5	29	29	17	56	56	70	9	9	8
Students with Disabilities	--	--	8567	--	--	88	--	--	467	--	--	39	--	--	38	--	--	22	--	--	1
Students without Disabilities	59	59	70612	98	98	99	520	520	524	8	8	7	29	29	25	56	56	62	7	7	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	59	59	45834	95	95	99	520	520	533	8	8	7	29	29	19	56	56	67	7	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	57	79734	92	92	99	549	549	554	4	4	3	16	16	19	81	81	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	28	39243	93	93	99	573	573	568	NA	NA	2	4	4	12	96	96	85	NA	NA	1
Male	29	29	40413	91	91	98	526	526	541	7	7	4	28	28	26	66	66	70	NA	NA	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	12	12	31254	92	92	99	534	534	539	8	8	5	8	8	25	83	83	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	44	44	37668	92	92	99	554	554	569	2	2	1	16	16	13	82	82	85	NA	NA	1
Students with Disabilities	--	--	8943	--	--	92	--	--	495	--	--	11	--	--	51	--	--	38	--	--	1
Students without Disabilities	57	57	70791	95	95	100	549	549	561	4	4	2	16	16	15	81	81	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	57	57	46016	92	92	100	549	549	567	4	4	2	16	16	14	81	81	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	--	--	NA	54	100	44	44	50	100	59	59	54
	Language	--	--	53	58	100	52	52	52	100	65	65	58
	Mathematics	--	--	60	62	100	45	45	50	100	61	61	54
8	Reading	--	--	NA	55	100	49	49	51	95	61	61	58
	Language	--	--	38	52	100	51	51	50	95	59	59	56
	Mathematics	--	--	59	61	100	51	51	53	82	61	61	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

Pima Junior High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 8 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Advise on School Curriculum
- Ü Advise/Decide Extracurricular Activity
- Ü Procedure Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	2	0	0	0
10 or more years	1	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	33%
Percent of core classes not taught by Highly Qualified Teachers	32%

Resources Available at School Site

Special Facilities

- Ü Computer Lab/Library
- Ü Computers/Technology
- Ü Wood Shop/FACCS/Art/Metals

Extracurricular Activities

- Ü Future Business Leaders of America
- Ü FFA
- Ü Knowledge Bowl
- Ü B-Ball/Track/V-Ball/Football/Wrestling
- Ü Student Council

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü After School Tutoring
- Ü Counseling

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Our school met AYP for 2004-05.

ü Writing scores for both 7th and 8th AIMS are above 80% passing.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	99	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a full-time SRO on campus; programs covering drugs/alcohol and pregnancy prevention; motivational program called CAMFEL; dress code. An emergency response plan is in place, and we are in communication with local and state law enforcement.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Joseph C. Farnsworth	(928) 485-2273
Transportation Policy	Stan Smith	(928) 485-0529
Community Resources	Carol Ann Weech	(928) 485-2273
School Nutrition Programs	Norma Miller	(928) 485-2421
Parent Organization	N/A	
Student Health/Nurse	Linda Peru	(928) 485-2570

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.